

## California State Polytechnic University, Pomona

### Resolution of ASCSU request on Campus position regarding ICAS-GETC proposal (June 2022)

Whereas AB 928: Student Transfer Achievement Reform Act of 2021<sup>1</sup> was signed into law by Governor Gavin Newsom on October 6th, 2021;

Whereas AB 928 states “(1) On or before May 31, 2023, the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges shall establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California.”;

Whereas the Intersegmental Committee of the Academic Senates<sup>2</sup> (ICAS) in June 2022 proposed the California General Education Transfer Curriculum (Cal-GETC)<sup>3</sup>, shown in table 1 below;

Table 1. California General Education Transfer Curriculum (Cal-GETC), June 2022

IGETC Area	Subject	Units	Similar CSU GE-Breadth Requirement
1	1A	English Composition	A2
	1B	Critical Thinking & Composition	A3
	1C	Oral Communication	A1
2	2A	Mathematical Concepts & Quantitative Reasoning	B4
3	3A	Arts	C1
	3B	Humanities	C2
4	4	Social & Behavioral Sciences	D
		Social & Behavioral Sciences	D
5	5A	Physical Science	B1
	5B	Biological Science	B2
	5C	Laboratory (for Bio/Phys Sci course)	B3
7		Ethnic Studies	F
Total		34 units	

Whereas the Academic Senate of the California State University request in AS-3565-22/APEP<sup>4</sup> September 8<sup>th</sup> - 9<sup>th</sup>, 2022 that “Campus Senate submit feedback to the ASCSU by October 24, 2022, that takes one of the following three positions regarding the ICAS Cal-GETC proposal (June 2022):

- a. Support the ICAS Cal-GETC proposal (June 2022),
- b. Recommend specific changes that satisfy the requirements of AB 928, with rationale, or
- c. Unable to come to a consensus”;

Resolved, that the California State Polytechnic University, Pomona Academic Senate:

1. express extreme disappointment that the California State Legislature and the Governor chose to reduce the general education curriculum and not consider the 39-unit CSU Lower Division General Education curriculum as the singular lower division general education pathway;
2. is dissatisfied that the ICAS proposed a curriculum that limits students’ opportunities to explore the modern languages, arts and humanities, however do appreciate the committee including oral communication as part of the proposed curriculum;
3. urge the IACS to consider that the one-unit 5C Laboratory be integrated into 5A Physical Science (3 units) and/or 5B Biological Science (3 units) similar to the current CSU General Education Breadth Requirement<sup>5</sup> and one unit of Cal-GETC be devoted to a one-unit first-year seminar course;

**RATIONALE:** California Community Colleges<sup>6</sup> and California State University system<sup>7</sup> comprised of first-generation, URM and Pell Eligible students. Recognizably, the transition from high school to college life can be a difficult one for many students. Ajjawi, Dracup, Zacharias, Bennett & Boud (2020) posits that one of the main reasons why students drop out of college is due to their lack of academic and emotional preparedness. First-Year Experience (FYE) courses have been one way to mitigate these challenges for students as they provide opportunities for students to develop enhanced study skills, recognize campus resources and improve relations with campus personnel and students alike (Young & Hopp, 2014). However, for students from minority backgrounds, a variety of challenges may further impede on student, retention, graduation, and success (Carter, Locks & Winkle-Wagner, 2013). FYE courses targeted for first-time freshmen is designed to provide students with transitional support from high school to college, along with critical skills to prepare students for the academic rigors of their discipline, and knowledge to successfully navigate the university.

An important outcome of the college experience is the development and change that occurs in students. A student’s personal experiences, including, interactions with the campus environment, involvement in campus life, and connectedness with student cultures influence development. The transition from high school to college for first-time, first-year college students poses various challenges and opportunities (Smith & Wertlieb, 2005). The inability for students to integrate into the academic and social culture of a college campus can lead to poor academic performance, isolation, alienation, a lack of motivation, and attrition (Upcraft, Gardner, & Associates, 1989; Tinto, 1987).

Student retention and persistence in college are a function of the student’s academic and social integration to the campus community (Pascarella & Terenzini, 1979; Tinto, 1975). According to Tinto’s (1975) Student Integration Model (SIM), a student’s ability to integrate academically and socially into the institution largely determines the decision to leave college.

<sup>1</sup> [https://leginfo.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928)

<sup>2</sup> <https://icas-ca.org/>

<sup>3</sup> [https://icas-ca.org/wp-content/uploads/2022/06/final\\_Summary\\_of\\_ICAS\\_actions\\_on\\_AB\\_928\\_June\\_152022.pdf](https://icas-ca.org/wp-content/uploads/2022/06/final_Summary_of_ICAS_actions_on_AB_928_June_152022.pdf)

<sup>4</sup> <https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2022-2023/3565.pdf>

<sup>5</sup> <https://calstate.policystat.com/policy/8919100/latest/>

<sup>6</sup> <https://www.cccco.edu/About-Us/Key-Facts>

<sup>7</sup> <https://www.calstate.edu/csu-system/about-the-csu/facts-about-the-csu/Pages/students.aspx>

Kuh et al. (2008) reported that student engagement in educationally meaningful activities such as first-year experience programs and other high-impact practices (HIPs) positively impact first-year grades and persistence to the second year of college.

The literature consistently provides evidence that first-year experience courses prepare students to succeed with college-level coursework, increase student engagement on campus, and contribute to a student's sense of belonging. (Hurtado & Carter, 1997; Soria & Stebleton, 2013; Strayhorn, 2012). First-year experience courses have been found effective in boosting enrollment and student success among underserved, underrepresented, first-generation, and STEM majors (Ward et al., 2020; Koch et al., 2018).

Resolved, that the California State Polytechnic University, Pomona Academic Senate support the General Education Curriculum shown in table 2 as the California General Education Transfer Curriculum (Cal-GETC).

Table 2. Proposed California General Education Transfer Curriculum (Cal-GETC) Alternative by Cal Poly Pomona (Oct 2022).

IGETC Area		Subject	Units	Similar CSU GE-Breadth Requirement
1	1A	English Composition	3	A2
	1B	Critical Thinking & Composition	3	A3
	1C	Oral Communication	3	A1
2	2A	Mathematical Concepts & Quantitative Reasoning	3	B4
3	3A	Arts	3	C1
	3B	Humanities	3	C2
4		Social & Behavioral Sciences	3	D
		Social & Behavioral Sciences	3	D
5	5A	Physical Science	3	B1
	5B	Biological Science	3	B2
	5C	Laboratory (for Bio/Phys Sci course)	0	B3
7		Ethnic Studies	3	F
8		First-Year Seminar	1	
Total			34 units	

Adopted by the Academic Senate of California State Polytechnic University, Pomona, on Wednesday, October 19, 2022

---

Nicholas Von Glahn, Chair  
Academic Senate

## References

- Carter, D.F., Locks, A.M., Winkle-Wagner, R. (2013). From when and where I enter: theoretical and empirical considerations of minority students' transition to college. In: Paulsen, M. (eds) Higher Education: Handbook of Theory and Research. Higher Education: Handbook of Theory and Research, vol 28. Springer, Dordrecht. [https://doi.org/10.1007/978-94-007-5836-0\\_3](https://doi.org/10.1007/978-94-007-5836-0_3)
- Chen, X. (2013). STEM attrition: College students' paths into and out of STEM fields. (NCES 2014-001). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Retrieved from <https://nces.ed.gov/pubs2014/2014001rev.pdf>
- Goodman, K., & Pascarella, E. T. (2006). First-year seminars increase persistence and retention: Evidence from how college affects students. *Peer Review: Emerging Trends and Key Debates in Undergraduate Education. The Association of American Colleges and Universities*, 8(3), 26–28.
- Hurtado, S., & Carter, D. F. (1997). Effects of college transition and perceptions of the campus racial climate on Latino college students' sense of belonging. *Sociology of Education*, 70, 324-345.
- Koch, R., Kucsera, J., Angus, K.B., Norman, K., Bowers, E., et al. (2018, February). Enhancing learning power through first-year experience for students majoring in STEM disciplines. *Journal of STEM Education: Innovations and Research*, 19(1), 22-30.
- Kuh, George D. (2008). "High-impact educational practices: What they are, who has access to them, and why they matter." AAC&U, Washington, D.C. 34 pp.
- Pascarella, E., & Terenzini, P. (1979). Interaction Effects in Spady and Tinto's Conceptual Models of College Attrition. *Sociology of Education*, 52(4), 197-210. doi:10.2307/2112401
- Rola Ajjawi, Mary Dracup, Nadine Zacharias, Sue Bennett & David Boud (2020) Persisting students' explanations of and emotional responses to academic failure, *Higher Education Research & Development*, 39:2, 185-199, DOI: [10.1080/07294360.2019.1664999](https://doi.org/10.1080/07294360.2019.1664999)
- Smith, J. S., & Wertlieb, E. C. (2005). Do First-Year College Students' Expectations Align with their First-Year Experiences? *NASPA Journal (National Association of Student Personnel Administrators, Inc.)*, 42(2), 153–174. Retrieved from <https://doi-org.proxy.library.cpp.edu/10.2202/0027-6014.1470>
- Soria, K. M., & Stebleton, M. J. (2013). Social capital, academic engagement, and sense of belonging among working-class college students. *College Student Affairs Journal*, 31(2), 139-153.
- Strayhorn, T. L. (2012). *College students' sense of belonging: A key to educational success for all students*. New York, NY: Routledge.
- Tinto, V. (1975). Dropout from Higher Education: A Theoretical Synthesis of Recent Research. *Review of Educational Research*, 45(1), 89–125. Retrieved from <https://doi.org/10.3102/00346543045001089>
- Tinto, V. (1987). *Leaving College: Rethinking the Causes and Cures for Student Attrition*. Chicago, IL: University of Chicago Press.
- Undergraduate Education. The Association of American Colleges and Universities*, 8(3), 26–28.
- Porter, S. R., & Swing, R. (2006). Understanding how first-year seminars affect persistence. *Research in Higher Education*, 47(1), 89–109. Attrition. *Sociology of Education*, 52(4), 197-210. doi:10.2307/2112401
- Upcraft, M.L., & John N.G. (1989). *The freshman year experience: helping students survive and succeed in college*. San Francisco, CA: Jossey-Bass Publishers.
- Ward, C.J., Ohde, K., Rose, J.S., Critchlow, C., Park, J., & Vaughan, A.L. (2020, Fall). First-year seminars: supporting STEM college student academic success and persistence. *Journal of The First-Year Experience & Students in Transition*, 32(2), 45-58(14).
- Young, D. G., & Hopp, J. M. (2014). 2012–2013 national survey of first-year seminars: Exploring high-impact practices in the first college year (Research Report No. 4). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.